

Loudoun County Public Schools

**Ad Hoc Committee on Special Education
Final Report and Recommendations**

Prepared for Loudoun County School Board



Presented: June 25, 2019

Executive Summary

The Ad Hoc Committee on Special Education was established by the Loudoun County School Board in response to concerns expressed in the community regarding the LCPS policies, practices and procedures associated with and in support of special education services. To address the unique needs of students with disabilities, the Committee was of nineteen members including three school board members, division-level and school-based administrators, representatives of the Special Education Advisory Committee (SEAC), LCPS Gifted Services, the Minority Student Academic Achievement Committee (MSAAC), parents of students with disabilities and a Board-Certified Behavior Analyst (see <https://www.bacb.com/bcba/>). The Committee began its work in June 2018, starting its review of current policies, practices and procedures to provide feedback to LCPS staff and recommendations for updates/modifications to the School Board.

As part of the initial charge, the timeline was set for a report and recommendations to be provided to the Board by November 30, 2018. After the initial meeting in June 2018, the Committee set a schedule and began meeting twice a month. In consideration of the amount and scope of work identified by the committee, the chair, Mrs. Beth Huck, requested additional time to complete the work as set forth in the charge. The request was approved, and meetings were scheduled to continue through June 2019.

The Committee identified areas of focus which resulted in the establishment of three broad themes for further research and recommendations. The broad themes were Communication, Consistency, and Community Involvement. The Committee engaged in monthly large group sessions to review existing policy, guidelines, and proposed regulations to establish shared understandings and common language. Beginning in December, the Committee meetings also involved focus group breakout sessions to identify recommendations associated with the three identified broad themes. The focus groups included a Committee Board member, and at least one SEAC representative, one parent, and one staff member.

The recommendations included in this final report are based on the work and vote of the Committee. The Committee worked collaboratively and was intentional in reflecting input from community stakeholders in developing the recommendations outlined in this final report. The Committee also acknowledged SEAC as the primary source of parent input to the Board given state regulatory mandates for annual reporting and review of policies related to the provision of special education and related services.

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June 25, 2019

Appendix B: Former Policy 5-52: Policy 5310 Special Education

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Appendix D: Former Policy 5-64: Policy 5360 Homebound and Home-Based Instruction

Appendix E: Classroom Observations - Private Service Providers/Professionals

Introduction

The Committee is appreciative of the opportunity to provide final recommendations to the Loudoun County School Board. This report includes information on the Committee charge, membership, the process used to conduct business and the final recommendations. The final Committee recommendations were developed as a result of a collaborative process that included input from the members representing the Board, division-level and school-based staff, the Special Education Advisory Committee (SEAC), parents, and the VDOE Training and Technical Assistance (TTAC) consultant who provided expertise as the Board-Certified Behavior Analyst.

The Committee recognizes SEAC as the Board's source for parent input regarding policies related to the provision of special education and related services as well as concerns regarding services provided to students with disabilities. Although the Committee has reviewed and offered input related to all special education related policies as listed in the Committee charge, it recognizes the Board standing committee, Student Support and Services Committee, will present policy recommendations after input from the SEAC membership.

Background

The Committee was established by the Loudoun County School Board in response to concerns expressed in the community regarding the programs and services for students with disabilities. The Committee acknowledges the work and role of the SEAC in advising the Board on the needs of students with disabilities. Staff and members of SEAC have provided updates regarding the work of the Committee to the parent community at SEAC evening meetings that were held between the months of October 2018 through the last 2018-19 SEAC meeting that was held in May 2019.

The Committee has identified areas of common interest to continue the work of forming recommendations for policy, procedure and practices as directed by the Board. The general themes of communication, consistency, and community involvement provided the framework for the Committee work and are addressed in the recommendations.

The Committee work has emphasized and demonstrated the importance of transparency and collaboration. All meetings have been announced through public notice, all agendas and minutes, meeting handouts and work session artifacts are posted on the LCPS website, primarily through BoardDocs. When available, meetings have been audio taped and the recordings are available online. The Student Support and Services Committee of the Board has also received updates regarding Committee progress.

After the initial meeting in June 2018, the Committee has convened twice monthly from August through November and monthly since December 2018. A preliminary report was presented to the Board in November 2018. This final report serves to memorialize work completed since the preliminary report and recommendations to the Board.

Ad Hoc Committee Charge

On March 20th, 2018 the Loudoun School Board discussed the creation of a Special Committee to research current LCPS practices and policies affecting our special needs children. The committee would be tasked with reporting back to the Board any recommendations for enhancement/improvement in programs and services. A draft motion was provided for discussion.

On April 24, 2018, the Board approved a motion to create the Ad Hoc Committee on Special Education as follows:

That the Loudoun County School Board does hereby create a Special (Ad Hoc) Committee to review appropriate policies, procedures and practices, associated with or in support of special education, and make recommendations for updates/modifications to the School Board.

Members of the School Board and staff of Loudoun County Public Schools (LCPS) have received significant feedback voiced by parents of special needs children about the policies, practices and procedures under which we operate. To ensure we are meeting the needs of the Special Education Community, it is essential to undertake an in-depth review of current policies, procedures, and practices. The Ad Hoc Committee will review feedback, and take a forward-looking approach.

Policies that impact special education students will be reviewed, including:

- *Generally (5-52)*
- *Personnel Development (5-53)*
- *Student Eligibility/Placement Procedures (5-54)*
- *Disciplinary Procedures for Students with Disabilities (5-55)*
- *Homebound Instruction (5-64)*

The Ad Hoc Committee will report its findings to the full Board. Staff members will consider all of the recommendations regarding practices and procedures, and update the Student Support and Services Committee, as well as the full School Board, regarding its plans pertaining to implementation of the recommendations to practices and procedures.

Committee Membership

The committee membership was established as directed by the School Board: The committee shall be comprised of 19 voting members, including:

The three school board members will be selected by the School Board Chair, who will also name one of them as Committee Chair. Six members of school and non-school based staff will be selected by the Division Superintendent or his designee. Each school board member on the committee will nominate one parent from the special needs community. The Chair of the Gifted Advisory Committee and Chair of MSAAC shall each nominate their committee member. The SEAC Chair will nominate the SEAC positions. All nominated positions will be approved by the School Board. In addition to stakeholder representation, it is important that the committee reflect representation from the various geographical areas of Loudoun County to ensure broad participation and multiple perspectives.

The following persons were appointed to serve on the Ad Hoc for Special Education Committee:

Three (3) School Board members determined by the School Board Chairman, one of whom will be appointed Chairperson:

- Beth Huck, LCPS School Board Member, Committee Chair
- Debbie Rose, LCPS School Board member
- Brenda Sheridan, LCPS School Board member (*replaced Joy Maloney after appointment*)
- Chris Croll, LCPS School Board member (*replaced Brenda Sheridan after appointment*)

Six (6) members from school and non-school based staff, selected by the Division Superintendent or his designee:

- School-Based Staff
 - Doug Anderson, Principal, Riverside High School
 - Kirk Dolson, Principal, Park View High School (*Alternate*)
 - Lori Mercer, Principal, Belmont Station Elementary School
 - Heidi Smith, Principal, Hutchinson Farm Elementary School (*Alternate*)
 - Beth Robinson, Principal, Harper park Middle School
 - Bridget Beichler, Principal, Trailside Middle School (*Alternate*)
- Non-School Based Staff
 - Dr. Joy Engstrom, Supervisor, Autism services
 - Dr. Suzanne Jimenez, Director of Special Education and Staff Liaison to the Ad Hoc Committee (*Served between June 2018 and February 2019*)
 - Mr. John Lody, Director of Diagnostic and Prevention Services and Interim Director of Special Education – Interim Staff Liaison to the Ad Hoc Committee (*Served between April 2019 to June 2019*)
 - Donna Smith, Supervisor, Procedural Support
 - Toni DeLuca Evans, Supervisor SPED (*non-appointed alternate selected by staff*)
 - Bridget Gorey, Supervisor SPED (*non-appointed alternate selected by staff*)
 - Megan Wagner, Supervisor SPED (*non-appointed alternate selected by staff*)

Three (3) parents from the special needs community, selected for their experience and/or education:

- Deana Czaban
- Nikki McMahon
- Jill Pope

One (1) member from the Gifted Advisory Committee:

- Chris Croll, member, Gifted Advisory Committee
- Susan Helsley, member, Gifted Advisory Committee (*replaced Chris Croll after appointment*)

One (1) member from the Minority Student Achievement Advisory Committee (MSAAC):

- Michele Leffler

Two (2) members from the Special Education Advisory Committee (SEAC):

- Shehnaz Khan, SEAC Vice-Chair, Planning
- Craig Metz, SEAC member

Two (2) past chairpersons or vice chairpersons of SEAC:

- Lorraine Hightower, SEAC Past Chair
- Sharon Tropf, SEAC past Vice-Chair

One (1) Board-Certified Behavioral Analyst not employed nor contracted for work by LCPS, nor contracted by parents of an LCPS student:

- Karen Berlin

Dr. Asia R. Jones, Assistant Superintendent, Department of Pupil Services, provides information and support as a non-voting member.

Committee Process

Meetings:

Following an organizational meeting on June 28, 2018, the Committee met monthly with a portion of the meeting time for whole-group collaboration and a portion for concurrent focus-group work through June 2019. The focus group framework provided a small group environment for committee members to engage in further discussion and development of final recommendations.

All meetings were listed on the LCPS website, open to the public, and audio-recorded when recording capability was possible. Meeting minutes were provided on the LCPS website under BoardDocs. An agenda was established for each meeting and constituents were provided an opportunity to participate through the provision of public comment.

To facilitate efficient communication, an email account, “*SPEDADHOC*”, was established (August 20) and Committee members were cautioned that the use of this email account with “reply all” and would constitute a meeting. Additionally, documents for review at meetings were

provided at Committee meetings in print for members and attendees as well as electronically on LCPS BoardDocs.

Resource Documents:

During the initial meetings, the Committee received documents in order to become familiar with federal, state and local guidelines, regulations, and procedures. The following documents were provided:

- Special Education Procedural Safeguards Notice, Virginia Department of Education, Division of Special Education and Student Services;
- Regulations Governing Special Education Programs for Children with Disabilities in Virginia, Virginia Department of Education, Division of Special Education and Student Services;
- Procedures for Implementation of Regulations Governing Special Education Programs for Children with Disabilities in Virginia, Loudoun County Public Schools, Department of Pupil Services;
- Parent's Guide to Special Education, Virginia Department of Education, Division of Special Education and Student Services;
- Guidelines on The Use of Physical Restraint and Seclusion, Loudoun County Public Schools, Department of Pupil Services;
- Report to Loudoun County Public Schools. Review of restraint and seclusion policies, procedures and practices within Loudoun County Public Schools. Virginia Department of Education. August 17, 2018;
- Parent Resource Services Annual Report to the Virginia Department of Education, 2017-2018;
- Acronyms and Abbreviations for Special Education; and
- LCPS Policies:
 - 5-52 Generally
 - 5-53 Personnel Development
 - 5-54 Student Eligibility/Placement Procedures
 - 5-55 Disciplinary Procedures for Students with Disabilities
 - 5-64 Homebound Instruction

Identification of Focus Areas:

Members participated in small group activities to develop a working list of priorities to be considered for further study and potential recommendations. The focus areas were then categorized into three broad themes, Communication, Consistency, and Community Involvement.

Thematic Categorization of 18 Focus Areas:

Communication:

- Communication from the Office of Special Education regarding practices, procedures and policies
- Communication between home and school
- Sharing of information (data collection)
- Fear of retaliation

Consistency – Areas of Inconsistency:

- Implementation of practices across the division
- Transitions between grade levels/schools
- Implementation of restraint/seclusion guidelines
- Autism services
- Inclusive practices
- Discipline practices
- Expertise of school-based administrators
- School-based practices for mental health/social skills
- Involvement of BCBAs in IEP/BIP/FBA development

Community Involvement

- Observation by private providers
- Provision of therapies (animals, art, music)
- Inclusive peer programs
- Transparency of practices
- Relocation of Parent Resource Center

Presentations to Inform Committee Work:

The committee received informational presentations to include the following:

- | | |
|--------------------|---|
| August 30, 2018 | LCPS Board process for policy development and adoption – Mrs. Brenda Sheridan, Board member |
| September 13, 2018 | Virginia Freedom of Information Act – Mrs. Beth Huck, Committee Chair, Board member |

September 13, 2018	The Mandt System – Dr. Joy Engstrom, Supervisor and Ms. Alison Lyons, Behavior Specialist
September 20, 2018	Clarification policy, regulation, guideline, and practice – Dr. Asia Jones, Assistant Superintendent
November 8, 2018	Ukeru, A Restraint-Free Crisis Management Approach – Kim Sanders, Executive Vice President, Grafton School
November 19, 2018	Sergeant Milton Castelle, Loudoun County Sheriff’s Office. Invited expert in the field and supervisor of the School Resource Officers.
December 13, 2018	Homebound/Home-based Policy and Practice – Dr. Clark Bowers, Director, Student Services and Melanie Stephenson, Coordinator, Homebound Instruction Services
February 21, 2019	LCPS Assistive Technology Overview – Christopher Bugaj, Assistive Technology Specialist, and Tammy Davis, Special Education Supervisor
April 25, 2019	Policy 8610 Student Records and Policy 8630 Inspection and Review of Educational Records Q&A Discussion – Rachel Johnson, Director of Enterprise Solutions, LCPS Department for Digital Innovation

Presentations of Draft/Proposed Policies and Vote:

The Committee was advised that all policies must be reviewed by the Special Education Advisory Committee (SEAC). The policies were provided to the SEAC chair for presentation and review by their membership with a timeline of two months per policy review and membership vote. A presentation to the SEAC membership was provided for each policy under review to facilitate clarification of the safety procedures and the opportunity for question and answers.

October 4, 2018	Draft New Policy 5345 and Regulation: Restraint and Seclusion of Students (<i>November 19, 2018: Final vote to approve and recommend to full Board for adoption. Policy 5345 adopted January 8, 2019.</i>)
December 13, 2018	Former Policy 5-52: Draft Policy 5310 Special Education (<i>March 21, 2019: Final vote to approve and recommend to full Board for adoption. Policy 5310 adopted April 23, 2019.</i>)
December 13, 2018	Former Policy 5-64: Draft Policy 5360 Homebound and Home-Based Instruction (<i>March 21, 2019: Final vote to approve and recommend to full Board for adoption. Policy 5360 adopted April 23, 2019.</i>)
March 21, 2019	Policy 5-53 Personnel Development (<i>April 25, 2019: Final vote to recommend deletion of policy to the full Board. Policy 5-53 deleted May 28, 2019.</i>)

- March 21, 2019 Former Policy 8-6A: Draft Policy 8040 Non-Discrimination on the Basis of Disability for All Students (*Draft presented to SEAC and awaiting SEAC membership feedback. Draft policy will be presented to the full Board through the Student Support and Services Committee.*)
- March 21, 2019 Former Policy 5-54: Draft Policy 5330 Special Education Student Eligibility/Placement Procedures (*Draft presented to SEAC and awaiting SEAC membership feedback. Draft policy will be presented to the full Board through the Student Support and Services Committee.*)
- April 25, 2019 Former Policy 5-55: Draft Policy 5340 Discipline of Students with Disabilities (*Draft presented to SEAC and awaiting SEAC membership feedback. Draft policy will be presented to the full Board through the Student Support and Services Committee.*)

November 27, 2018 Committee Recommendations – Preliminary Report

The Preliminary Report and Recommendations was presented to the full Board as an information on November 27, 2018. The chart below outlines an abbreviated representation of the recommendations, the Committee vote, and the current status of each recommendation.

	Recommendation	Vote	Current Status
1.	Adopt Policy 5345 Restraint and Seclusion of Students.	Approved 15-1-1-2	<ul style="list-style-type: none"> Policy 5345 adopted by Board January 2019.
2.	Expand interventions to provide alternatives to restraint and seclusion by increasing the number of staff trained in de-escalation strategies, and the implementation of the Ukeru.	Approved 17-0-0-2	<ul style="list-style-type: none"> Ukeru Restraint-Free Crisis Management approach adopted; Ongoing training: 370 staff members trained to date.
3.	The Superintendent/designee shall provide administrative oversight to ensure opportunities for SEAC to review policies related to the provision of special education services prior to submission to the Board as well as other required processes including the Annual Plan.	Approved 17-0-0-2	<ul style="list-style-type: none"> Policies/information presented to SEAC for review and feedback: <ul style="list-style-type: none"> ✓ New Policy 5345 ✓ Former Policy 5-52 ✓ Former Policy 5-64 ✓ Former Policy 5-53 ✓ Former Policy 8-6A ✓ Former Policy 5-54 ✓ Former Policy 5-55 ✓ 2019-20 SPED Annual Plan ✓ Guideline: Classroom Observations - Private Service Providers/Professionals

	Recommendation	Vote	Current Status
4.	Develop guideline documents to articulate practices or procedures related to special education services for students with disabilities. Communicate the established guidelines widely to staff, parents, and stakeholders.	Approved 17-0-0-2	<ul style="list-style-type: none"> Guideline: Classroom Observations - Private Service Providers/Professionals developed and communicated to SEAC, school administration, posted to webpage April 2019.
5.	Support the quality and fidelity of services for students whose behavior impedes his/her learning or that of others by improving Functional Behavior Assessments (FBAs) and Behavioral Intervention Plans (BIPs) by the creation of two (2) Specialized Instructional Facilitator-Behavior positions with current Board-Certified Behavior Analyst (BCBA) credentials.	Approved 17-0-0-2	<ul style="list-style-type: none"> Six (6) Specialized Instructional Facilitator-Behavior positions with current Board-Certified Behavior Analyst (BCBA) credentials allotted for FY20.

June 25, 2019 Committee Recommendations – Final Report

The Final Report and Recommendations will be presented to the full Board as an information on June 25, 2019. The Committee conducted its final review of this report and recommendations on at its final meeting which was held on June 20, 2019. The Committee approved this final report with a vote of 16-0-0-3 on June 20, 2019. The chart below outlines an abbreviated representation of the recommendations and reflects the June 20, 2019 Committee votes.

	Theme: Communication - Recommendations	Vote
1.	Host live and recorded events with the ability for parents to insert the event into Google calendars.	Approved 16-0-0-3
2.	Create a centralized repository of special education information on the LCPS website for improved access to the information.	Approved 16-0-0-3
3.	LCPS will, in collaboration with SEAC, revisit the consideration of establishing a neutral, independent of LCPS, ombudsman position within 12 months.	Approved 9-7-0-3
4.	Increase publicity and access to Parent Resource Services for parents of students with disabilities, including those whose first language is not English, through the Welcome Center.	Approved 16-0-0-3
	Theme: Consistency - Recommendations	Vote
5.	Expand training and coaching of school-based special education administrators/designees on special education regulations, service implementation, and accommodations.	Approved 16-0-0-3

6.	Expand training and coaching for new special education teachers on special education regulations, service implementation and accommodations.	Approved 16-0-0-3
7.	Develop a staffing standard to hire special education deans to support expanded specialized programs at the middle school and elementary school levels.	Approved 14-2-0-3
8.	Provide quality control procedures for vertical and horizontal special education student grade level transitions.	Approved 16-0-0-3
9.	Hire additional transition services staff to expand opportunities, for special education students earning an applied studies diploma, in the areas of career and transition services and post-graduation programs.	Approved 16-0-0-3
10.	Expand knowledge of special education teachers and administrators/designees on assistive technology options and provide training on how to implement/incorporate in instruction.	Approved 16-0-0-3
11.	Create an assistive technology resource map of commonly used devices and strategies.	Approved 16-0-0-3
12.	Develop and implement training for substitutes that work as substitute special education teachers or special education teacher assistants.	Approved 16-0-0-3
	Theme: Community Engagement - Recommendations	Vote
13.	Create a one-pager outlining who does what at the school level to assist parents of special education students in processes which include: new or transfer special education student registration, child study teams, eligibility and IEP development/meetings.	Approved 16-0-0-3
14.	Create a link/web page (both LCPS and schools) for a “Flow Chart/FAQ” of who to contact for various concerns related to special education and related services.	Approved 16-0-0-3
15.	Establish equitable access to special education information in various languages and formats to include paper and technology.	Approved 16-0-0-3
16.	Train Parent Liaisons to become knowledgeable of special education resources and the use of the website tools for improved communication outlined in recommendations.	Approved 16-0-0-3
17.	Provide special education information and assistance to military families through the Parent Resource Center and Welcome Center.	Approved 16-0-0-3

Committee Recommendations

The following recommendations are proposed based upon Committee collaboration and feedback. Each recommendation is provided to address focus areas identified under themes of communication, consistency, and community involvement. It is anticipated that the assistant superintendent for pupil services and her administrative team will consider the committee

recommendations to support continued improvement in the areas identified above. It is also anticipated that the recommendations that may include associated costs will be considered during the development of the 2020-21 budget proposal.

Recommendation 1: Host live and recorded events with the ability for parents to insert the event into Google calendars.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Work with SEAC to facilitate better communication with parents and the community. Live and recorded events could include topics referenced from the SEAC Report and topics identified during Committee discussion. Suggested topics: Transitions to Middle and High School; IEP vs 504 Plans; IEP Process Defined; Executive Functioning and Social Emotional Learning; Building Strong Relationships Between Families and Schools; Inclusive Cultures: Hiring, Training, and Implementation; Twice Exceptional Students; Dyslexia Identification; Appeals/Resolution Processes; and Community Independence Instruction.

Recommendation 2: Create a centralized repository of special education information on the LCPS website for improved access to the information.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: The centralized repository will enable parents and others to quickly navigate and find special education information and resources online. Include a special education tab or link on each school website that connects to the office of special education webpage with links to policies, regulations, and guidelines. Include information regarding the continuum of service offerings along with the associated administrator contact information.

Recommendation 3: LCPS will, in collaboration with SEAC, revisit the consideration of establishing a neutral, independent of LCPS, ombudsman position within 12 months.

Disposition: **Approved** (9 Approve; 7 Oppose; 0 Abstain; 3 Absent)

Rationale: The ombudsman position in the office of special education would provide support to parents related to questions regarding IEP services, inform parents of resources that may be available, and resolve potential conflicts/concerns.

Recommendation 4: Increase publicity and access to Parent Resource Services for parents of students with disabilities, including those whose first language is not English, through the Welcome Center.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Through its outreach services, the Welcome Center can assist the Parent Resource Center to help families get to know the process of special education if English is not their first language. This outreach can be done at the beginning of the school year Back to School events and through Parent Coffees.

Recommendation 5: Expand training and coaching of school-based special education administrators/designees on special education regulations, service implementation, and accommodations.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Analyze the current structure and platform in which training is provided and adjust for continuous improvement.

Recommendation 6: Expand training and coaching for new special education teachers on special education regulations, service implementation and accommodations.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Analyze the current structure and platform in which training is provided and adjust for continuous improvement.

Recommendation 7: Develop a staffing standard to hire special education deans to support expanded specialized programs at the middle school and elementary school levels.

Disposition: **Approved** (14 Approve; 2 Oppose; 0 Abstain; 3 Absent)

Rationale: It is believed that deans are needed at all levels to provide support to special education teachers for the improvement and consistency of practice. Additionally, schools with large numbers of students with IEPs and intensive support needs require additional administrative team support to attend and effectively participate in IEP related and support team meetings with students and parents.

Recommendation 8: Provide quality control procedures for vertical and horizontal special education student grade level transitions.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: There is a need for consistent processes between grade level and school transitions for IEP service delivery. Consideration should be given to creating a form/checklist to provide continuity for topic discussion (what to expect at the next grade level, school, etc.).

Recommendation 9: Hire additional transition services staff to expand opportunities, for special education students earning an applied studies diploma, in the areas of career and transition services and post-graduation programs.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Additional transition services staff will expand community partnerships and career experience opportunities for special education students earning an applied studies diploma. The transition staff will develop expanded post-high school internship opportunities to develop workplace readiness and independent living skills for students with disabilities who earn an applied studies diploma and need additional training before exiting LCPS.

Recommendation 10: Expand knowledge of special education teachers and administrators/designees on assistive technology options and provide training on how to implement/incorporate in instruction.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: The Specialized Instructional Facilitators - Assistive Technology (SIF-ATs) are developing consistent training cohorts of teachers in relation to learning language with augmentative/alternative communication (AAC). Parent trainings will also be offered during the 2019-20 school year. SIF-ATs will coach educators who attended the cohorts through the acquisition of specific skills to help teach language using AAC. Collaboration, training and coaching opportunities will continue to be offered with regard to other domains (reading, writing, mathematics, executive functioning, etc.) including the use of the Resource Consideration Guide.

Recommendation 11: Create an assistive technology resource map of commonly used devices and strategies.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: The Specialized Instructional Facilitators - Assistive Technology (SIF-ATs) have developed a Resource Consideration Guide to help teams consider and select tools and strategies. SIF-ATs will coach teams through the use of this consideration process using this guide. This Resource Consideration Guide and list of commonly used resources will be updated for continued use during the 2019-20 school year.

Recommendation 12: Develop and implement training for substitutes that work as substitute special education teachers or special education teacher assistants.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Professional learning specifically developed for substitutes that work with students that have IEPs will expand upon the existing orientation workshop that all substitutes receive. The professional learning workshops will provide information and strategies to better inform substitutes about the various LCPS specialized programs and student needs.

Recommendation 13: Create a one-pager outlining who does what at the school level to assist parents of special education students in processes which include: new or transfer special education student registration, child study teams, eligibility and IEP development/meetings.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: The easier and more transparent and consistent the process, the easier it is for a parent/guardian to navigate initiating an immediate partnership. This one-pager or pamphlet can be given to parents/guardians through the LCPS welcome center and schools when new or prospective parents/guardians seek information about enrolling their special education student.

Recommendation 14: Create a link/web page (both LCPS and schools) for a “Flow Chart/FAQ” of who to contact for various concerns related to special education and related services.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: This provides parents an additional quick resource that can facilitate positive relationships and increase communication. Parents can easily search for information.

Recommendation 15: Establish equitable access to special education information in various languages and formats to include paper and technology.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Expanded formats can provide parents more access to special education information.

Recommendation 16: Train Parent Liaisons to become knowledgeable of special education resources and the use of the website tools for improved communication outlined in recommendations.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Provides an additional resource at the school level to support families increasing the community involvement.

Recommendation 17: Provide special education information and assistance to military families through the Parent Resource Center and Welcome Center.

Disposition: **Approved** (16 Approve; 0 Oppose; 0 Abstain; 3 Absent)

Rationale: Transitions for military families can be stressful when moving from one school division to another. The existing Parent Resource Center and Welcome Center staff should be aware of all new families and exiting families that have students with special needs. The staff could connect with military bases and schools to demonstrate LCPS is a military family friendly community.

Summary

The Ad Hoc Committee for Special Education has worked collaboratively since its initial meeting in June 2018. The discussions have been guided by informational presentations, written documentation from LCPS and the Virginia Department of Education, as well as community members. The input of subject area experts, stakeholders, and Committee research has been utilized to develop the recommendations provided within this report. The Committee is very appreciative of the Special Education Advisory Committee (SEAC) membership's supportive of the work underway.

The Committee appreciates the support of the Board for its acknowledgement of the preliminary recommendations presented in November 2018. Specifically, the support of the Board as reflected through the financial resources approved during the FY20 budget process and accepted recommendations for policies reviewed.

The Committee asks that the Board accept this final report and consider supporting pending policy recommendations and other recommendations that may have budget implications.